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ABSTRACT

The purpose of this study was to investigate the problems which hinder the use of educational media in colleges and universities. A questionnaire was used to find out what deans, faculty members, and audiovisual personnel thought of instructional technology, what they perceived as deterring the use of media, and what changes they recommend to increase the use of instructional technology. The study tested hypotheses involving media utilization rates, perception of deterrents, and attitude toward instructional technology scores. Faculty members with higher media utilization rates and those with higher attitudinal scores perceived more deterrents. Faculty members with more experience and those with higher attitudinal scores had higher utilization rates. The ten major deterrents as identified by all respondents are also listed. (JK)

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THOSE WHO DO AND THOSE WHO DON'T--
Media Utilization in Higher Education

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With more to be learned in the same four-year undergraduate period, a heavier load is now being placed on college teachers and students than at any other time in history. Ely (1:34) pointed out the increasing concern for the quality of instruction in that it is no longer necessary to master a particular body of knowledge or skills but to learn how to learn. Finn (2:34) indicated that a knowledge explosion presents great problems in curriculum construction and requires greater efforts in increasing the efficiency of teaching and learning, i.e. more learning in less time. He and others recommended the use of instructional technology as a partial solution in these problems.

It should be recognized that educational media are not instructional technology, a misunderstanding difficulty to dislodge from the minds of the uninitiated, but they are part of the tools of an effective instructional technology program, which leads to the points to be made.

This study, as a part of a doctoral study done at the University of Southern California, was designed to investigate the problems which hinder the utilization of educational media at the higher education level. Initially 70 interviews were held--34 with regular faculty and 36 with educational media persons from 59 colleges and universities. Most of

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these persons were attending NDEA media institutes, although a few visits to individual campuses were made. These interviews provided a pool of items from which a questionnaire was constructed.

The data for this study were derived from 378 questionnaires received from 390 faculty, 138 academic deans, and 150 media persons at 201 colleges and universities.

Twenty-two hypotheses were originally tested, but only five are included in this paper. They involved the factors of media utilization rates, perception of deterrents, and attitudinal scores toward instructional technology.

Media utilization rates were derived from an estimate of each respondents use of various media adjusted by a factor related to their number of class hours per week. Attitudinal scores were derived from 23 statements concerning the values of instructional technology. Some statements were negative while others were positive. There was a random arrangement as utilized by Ramsey (5) in his study done at George Peabody College in assessing attitudes related to the utilization of media. A semantic differential was used to indicate the respondents degree of agreement with each statement. Three hypotheses were tested by chi square and two by the product-moment correlation.

The null hypothesis, "There exist no significant differences between the utilization of media by the faculty and their experience," was rejected at the .01 level. Experience categories were 1 to 6 years,

7 to 9 years, and 10 or more years. Those faculty with more experience tended to utilize media more. Now this should be expected, although the thought arises, those who have the more recent training should be more informed about media, should be more enthusiastic about its use. The data indicates that this isn't so. Evidently the factor of experience enables them to know more about media methods and their value to their teaching and to have more confidence to try them.

The hypothesis, "There exist no significant differences between the perception of deterrents and the utilization of media" was rejected at the .001 level. Those faculty members with higher utilization rates perceived more major deterrents than others. Evidently in their attempts to use media they encountered more deterrents; therefore, they recognized more deterrents. Obviously, recognition of deterrents to media utilization did not prevent media utilization. The question arises, "What would their utilization rates have been if those deterrents were allieviated or eliminated?"

The next hypothesis, "There exist no significant differences between perception of deterrents and attitude," was rejected at the .001 level. Those faculty members with higher attitudinal scores perceived more major and moderate deterrents. This indicates that recognizing deterrents doesn't usually influence the attitude of the faculty detrimentally toward the use of instructional technology and of course toward the use of media.

Utilization of the product-moment correlation indicated that there was a positive correlation of .401 between media utilization rates and

attitudinal scores. This was significant at the .01 level. The higher the attitudinal score toward the value of instructional technology the higher the media utilization rate. This of course should be expected.

Another analysis revealed a positive correlation of .317, also significant at the .01 level, between media utilization and perception of major deterrents.

The results of these statistical tests indicate that physical factors which pose deterrents to media utilization are not nearly so important as attitudinal factors.

The heart of the study was related to faculty, academic deans, and media personnel perceptions of deterrents to media utilization and recommendations posed to alleviate these deterrents.

A list of thirty deterrents was presented which each respondent was to rate as a major deterrent, moderate deterrent, or minor or no deterrent. Two major studies in the last ten years which are closely related to this one were done by Hubbard (3) at Syracuse and McIntyre (4) at Chapel Hill. However, they were done at one university only while this study included 201 institutions randomly selected throughout the United States.

Table 1 is a list of the top ten deterrents as perceived by all respondents. A compilation of all responses yielded this order. The numbers to the right of each deterrent indicate how each individual group of respondents rated the deterrent among the original list of thirty.

TABLE 1

RANK ORDER OF DETERRENTS AS PERCEIVED BY ALL RESPONDENTS AND BY THE INDIVIDUAL GROUPS

Deterrent	Faculty	Academic Deans	AV Personnel
The faculty lacks knowledge and training in the preparation of materials and utilization of audio-visual methods.	2	1	1
The faculty lacks knowledge concerning available services, equipment, or materials.	3	2	3
The faculty is overloaded with other duties to the extent that they are reluctant to take on the task of preparing to use audiovisual methods.	1	8	9
The college or university doesn't have a sufficient variety or quanity of materials to correlate with the curriculum.	5	3	7
Academic departments don't have sufficient budget to rent or pay for materials, equipment, or services.	4	9	6
Audiovisual methods are incompatible with some of the faculty members' philosophy of education.	14	5	4
Lethargy or resistance to change or improvement exists among faculty and administration.	9	7	2
It is difficult to get the materials or equipment at the right time in the right place.	6	10	12
Lack of organization or planning in instruction.	13	4	5

Deterrent	Faculty	Academic Deans	AV Personnel
The classrooms are not properly designed or equipped to use audiovisual methods.	7	13	11

In addition, media personnel ranked, "There is a shortage or lack of personnel to assist in selection, preparation, and utilization of equipment and materials," as number 8 while faculty ranked it tenth and academic deans sixth. The method used to rank the deterrents resulted in this deterrent being eleventh in the overall compilation. Media personnel ranked "Faculty fear an unknown procedure" as number 10.

Recommendations posed as ways and means to alleviate the deterrents and to increase media utilization are presented in Table 2. Again these recommendations are listed in rank order from a compilation of all responses with the individual group rating to the right.

TABLE 2

RANK ORDER OF RECOMMENDED CHANGES BASED UPON PERCEIVED EFFECT ON MEDIA UTILIZATION AS RELATED BY ALL RESPONDENTS AND BY THE INDIVIDUAL GROUPS

Recommendation	Faculty	Academic Deans	AV Personnel
Increased academic budgets	1	10	2
Increased AV budgets	2	2	1
More and better classroom facilities designed for media utilization	3	3	4

Recommendation	Faculty	Academic Deans	AV Personnel
An increased variety of appropriate materials.	4	7	1
More assisting media personnel.	11	1	3
Provision for demonstrations and workshops	9	4	5
More equipment	6	12	8
More release time for faculty devoted to course planning and development of materials.	7	8	12
More information on available services and materials.	8	9	15
Improved communication among faculty, administration and audiovisual department.	12	11	9

For a more complete discussion of the data in this study and additional factors see the doctoral study, "Factors in Utilization of Educational Media in Higher Education" by Stephens (6).

This list of deterrents can be utilized in evaluating media programs. The recommendations can represent areas where effort, funds, and time can be focused.

Obviously, concerted effort needs to be focused on educating the faculty and administration to the value of media. They also need to be informed of the services available to them and how to utilize these services.

The finest media programs will have limited success in increasing media utilization without a faculty in-service education and training program which results in an informed and trained faculty who are convinced of the value of media to the teaching-learning process in higher education.

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